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ABSTRACT

A survey of preservice and inservice teachers identified teaching competencies they perceived to be most important. A self-administered questionnaire asked respondents to use Likert scales to rate the importance of 44 teaching competencies. A comparison was made between the perceptions of preservice and inservice teachers and between the results of this study and of a similar study conducted at Bowling Green State University. Findings revealed that 16 competencies were viewed as important by preservice teachers and 25 were viewed as important by inservice teachers. Nearly all of the competencies were viewed as being of at least moderate importance. Preservice and inservice teachers held very similar perceptions regarding the importance of competencies they rated, particularly those they deemed to be most important. Respondents from this study rated the Bowling Green competencies lower than did the teachers who participated in that study. Tables present the rankings on the selected competencies from both studies. A copy of the questionnaire is appended. (JD)

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TEACHER PERCEPTIONS REGARDING THE IMPORTANCE OF SPECIFIED TEACHING COMPETENCIES

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Introduction

This study represents one aspect of the University of Houston's efforts to evaluate its undergraduate teacher education program. The primary purpose of the study was to identify those teaching competencies perceived to be most important by preservice and inservice teachers. Secondary purposes were to compare the perceptions of preservice and inservice teachers and to compare the perceptions of the teachers in this study with the perceptions of teachers who participated in a recent study at Bowling Green State University that has been reported by Pigge (1978).

Procedures

The procedures of the study were designed to provide information concerning the perceptions perservice and inservice teachers held regarding the importance of a variety of generic teaching competencies. Therefore, the study employed a survey research methodology that was intended to yield valid descriptions of the perceptions of the teachers in the sample. Each teacher was asked to respond to a questionnaire in which he or she rated the importance of each of forty-four teaching competencies. The responses provided by respondents were tabulated, were analyzed, and are reported here.

Sample. The sample consisted of eighty-one preservice teachers and 103 inservice teachers who volunteered to participate in the study. All of the preservice teachers were teacher education students in the University of

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Houston's undergraduate teacher education program. Approximately half were juniors and half were seniors. Nearly sixty percent were seeking elementary school teaching certification and forty percent were seeking secondary school teaching certification. Over ninety percent were female.

All of the inservice teachers in the sample were students in the University of Houston's graduate programs. Most were candidates for the Master of Education degree. About seventy percent were elementary school teachers and thirty percent were secondary school teachers. Better than ninety percent were female.

Instrumentation. As noted earlier, the study employed survey research methods to obtain data concerning the perceptions teachers in the sample held regarding the importance of forty-four generic teaching competencies. These data were collected through the use of the Teaching Competencies Questionnaire, a self-administered questionnaire that asks the respondent to use Likert scales to rate the importance of each of forty-four teaching competencies. A copy of the questionnaire is presented in Appendix A. Five-point scales were used with "1" being "not at all important" and "5" being "very important."

The forty-four teaching competency statements were derived from two sources: (1) nineteen of the statements were those that constitute the generic teaching competencies in the University of Houston's undergraduate teacher education program; and (2) twenty-five of the statements were taken from the questionnaire used in a Bowling Green State University reported by Pigge (1978).

The nineteen University of Houston teaching competencies were the product of College of Education-wide efforts to "develop and operate an integrated and comprehensive, competency based instructional system for the training of undergraduate teacher education students" (Felder and Weber, 1975, page 147). These efforts were predicated on the notion that "a conceptual model of the teacher's role is used as a basis for identifying and specifying those competencies students are expected to demonstrate" (Felder and Weber, 1975, page 155). Thus, the nineteen statements were derived from a teacher competencies model that was generated from a series of assumptions concerning the role of the teacher. Both the role model and the generic teaching competencies were the result of program development activities involving all of the College's faculty (Felder and Weber, 1975).

The Bowling Green State University teaching competency statements had been "constructed by education faculty teaching the five required Bowling Green education courses: (a) Tests and Measurements; (b) Foundations of American Education; (c) Organization of the School in Relation to Society; (d) Educational Psychology; and (e) Student Teaching. Each of the five groups of faculty members was asked to prepare more than five but fewer than eleven teaching competency statements based upon aims and objectives of the courses or experiences they were teaching and/or directing" (Pigge, 1978, page 70). It should be noted that Pigge's questionnaire contained twenty-six competency statements; for the purpose of this study, one statement was eliminated because it was viewed as redundant.

Data Collection and Analysis Procedures. Each of the preservice teachers in the sample was asked to respond to the questionnaire during class time. About half of the inservice teachers responded to the questionnaire during class time while the remainder completed it outside of class and returned it one week later. Only those teachers who expressed a willingness to participate in the study were asked to complete and return the questionnaire. All subjects, therefore, should be viewed as volunteers. Each teacher was informed that the information he or she provided would be used to evaluate and improve the University's teacher education programs; most seemed eager to be assistance in this regard.

Responses from the completed questionnaires were tabulated. Median scores were computed for preservice teachers and inservice teachers for each of the forty-four teaching competencies. Using median scores, the competency statements were ranked from most important (1) to least important (44). In addition, median scores were used to rank the twenty-five Bowling Green State University teaching competency statements for both preservice teachers and inservice teachers.

Spearman rank-difference correlation coefficients were computed for: (1) the rankings of preservice teachers and inservice teachers on the forty-four competency statements; (2) the rankings of preservice teachers in this study and the Bowling Green State University teachers on the twenty-five Bowling Green State University competency statements; and (3) the rankings of inservice teachers in this study and the Bowling Green State University teachers on the twenty-five Bowling Green State University competency statements.

Finally, median tests were computed to determine whether the ratings of preservice teachers and of inservice teachers with regard to the nineteen University of Houston competencies were statistically significantly higher than were their ratings with regard to the twenty-five Bowling Green State University competencies. That is, analyses sought to determine whether teachers in this study viewed the University of Houston competencies as being significantly more important than the Bowling Green State University competencies.

Findings

As noted earlier, the purposes of this study were to: (1) identify those teaching competencies perceived to be most important by preservice and inservice teachers; (2) compare the perceptions of preservice and inservice teachers; and (3) compare the perceptions of the teachers in this study with those of teachers who participated in a study reported by Pigge (1978).

Important Competencies. Table 1 on the next page presents the exact wording of each of the forty-four competency statements, the median score for each statement for preservice teachers and for inservice teachers, the rank of each statement for preservice teachers and for inservice teachers, and the Spearman rank-difference correlation coefficient obtained for the rankings of preservice teachers and inservice teachers.

The results presented in Table 1 indicate that sixteen competencies were rated at 4.00 or above by preservice teachers and that twenty-five competencies were rated at 4.00 or above by inservice teachers. This indicates that preservice teachers viewed about one-third of the competencies to be important and that inservice teachers viewed over one-half of the competencies to be important. These findings suggest that there are many teaching competencies that preservice and inservice teachers view as important.

The results reported in Table 1 suggest that preservice teachers saw the following competencies as most important:

11. Identifies learner's emotional, social, physical, and intellectual needs.
14. Designs instruction appropriate to goals and objectives.
29. Identifies and reacts with sensitivity to the needs and feelings of self and others.

Table 1

Medians, Rankings, and Spearman Rank-Difference Correlation Coefficient for Preservice Teachers (N = 81) and Inservice Teachers (N = 103) for Forty-Four Teaching Competencies

Item	Competency	Preservice Teachers		Inservice Teachers	
		Median	Rank	Median	Rank
11.	Identifies learner's emotional, social, physical, and intellectual needs.	4.29	1	4.53	1
35.	Maintains order in a classroom and assists students in the development of self-discipline.	3.87	22	4.38	2
14.	Designs instruction appropriate to goals and objectives.	4.29	2	4.36	3
29.	Identifies and reacts with sensitivity to the needs and feelings of self and others.	4.27	3	4.34	4.5
34.	Utilizes managerial strategies that increase appropriate student behavior and decrease inappropriate student behavior.	4.25	4	4.34	4.5
23.	Motivates student achievement through modeling, reinforcement, provision of success experiences, and appeal to student interests.	4.19	7	4.33	6.5
42.	Analyzes professional effectiveness and continually strives to increase that effectiveness.	4.19	8.5	4.33	6.5
12.	Identifies and/or specifies instructional goals and objectives which are based on the learner's needs.	4.22	6	4.32	8
28.	Exhibits openness and flexibility.	4.23	5	4.30	9.5
43.	Works effectively as a member of a professional team.	4.16	10	4.30	9.5
22.	Encourages and facilitates the development of social skills and enhanced self-concept.	3.96	17	4.27	11
18.	Uses resources appropriate to instructional objectives.	3.91	20	4.25	12.5
33.	Uses organization and management skills to establish a maximally effective learning environment.	4.19	8.5	4.25	12.5
21.	Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	4.07	12	4.20	14
36.	Modifies instruction on the basis of learner's verbal and non-verbal feedback during instruction.	4.00	15	4.17	15
27.	Promotes effective patterns of communication.	4.07	12	4.15	16
17.	Organizes learning environments which meet the varying needs of learners.	4.00	15	4.15	17
30.	Identifies and teaches reading skills necessary for student understanding of given content areas.	4.07	12	4.14	18
15.	Implements instruction consistent with plan.	3.93	19	4.11	19
32.	Utilizes observational techniques effectively in classroom.	3.58	34	4.04	20.5
37.	Applies appropriate evaluative techniques for the systematic evaluation of student progress.	3.70	26	4.04	20.5
38.	Designs and implements evaluation procedures which focus on learner achievement and instructional effectiveness.	3.73	23	4.02	22
13.	Constructs behavioral/performance objectives in subject matter field or fields.	4.00	15	4.00	24
20.	Individualizes instruction to meet the varying needs of students through techniques such as alternative assignments, individual contracting, mastery learning, and group work.	3.94	18	4.00	24
24.	Demonstrates a repertoire of instructional models and teacher skills appropriate to specified objectives and to particular learners.	3.72	24	4.00	24
8.	Distinguishes between bonafide educational innovation and temporary, fleeting fads.	3.46	36	3.96	26
9.	Utilizes an understanding of the formal chain of control, decision making, communication, and authority within each school unit and their effects upon the daily operation of the classroom.	3.60	32	3.90	27
40.	Interprets and reports student performance on teacher-made tests.	3.63	30	3.82	28

Table 1 (continued)

Item	Competency	Preservice Teachers		Inservice Teachers	
		Median	Rank	Median	Rank
19.	Utilizes audiovisual equipment and materials in teaching.	3.33	39	3.81	29
6.	Understands the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.	3.41	38	3.80	30
39.	Prepares teacher-made tests.	3.59	33	3.80	31
16.	Integrates into instruction the natural and cultural environment of students.	3.68	27	3.74	32
25.	Uses value clarification techniques at any age level.	3.22	41	3.67	33
31.	Utilizes reading organization skills to divide a class into reading groups.	3.17	42	3.63	34
5.	Applies the major principles of school law to areas such as due process, contracts, certification, teacher liability, and corporal punishment.	3.71	25	3.61	35
7.	Utilizes the sources of pressure for change in education, understands currently suggested innovations, and perceives potential consequences of alternatives.	3.64	29	3.54	36
41.	Interprets and reports student performance on standardized tests.	3.03	44	3.36	37
3.	Understands the implications of the legal control of education by the state legislature, state education agency, and state board of education.	3.66	28	3.31	38
26.	Designs and implements instruction which incorporates career education concepts.	3.28	40	3.19	39
4.	Understands the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	3.61	31	3.18	40
2.	Understands the interaction between the cultural matrices and educational systems.	3.47	35	3.08	41
44.	Understands the role of teacher organizations with the formal and informal competition for control of education and one's personal role in joining or not joining such organizations.	3.43	37	3.06	42
10.	Chooses from a broad knowledge of history of education the ideas that have shaped our culture.	3.88	21	2.81	43
1.	Compares and contrasts various philosophical viewpoints regarding education.	3.16	43	2.72	44

Spearman rank-difference correlation coefficient = +.84

34. Utilizes managerial strategies that increase appropriate student behavior and decrease inappropriate student behavior.
28. Exhibits openness and flexibility.

The results suggest that inservice teachers viewed the following competencies as most important:

11. Identifies learner's emotional, social, physical, and intellectual needs.
35. Maintains order in a classroom and assists students in the development of self-discipline.
14. Designs instruction appropriate to goals and objectives.
29. Identifies and reacts with sensitivity to the needs and feelings of self and others.
34. Utilizes managerial strategies that increase appropriate student behavior and decrease inappropriate student behavior.

Clearly, the results of this study suggest that preservice and inservice teacher perceived many of the competencies as important and most of the others to be somewhat important. As noted above, sixteen competencies were rated at 4.00 or better by preservice teachers and twenty-five competencies were rated at 4.00 or better by inservice teachers. Additionally, all forty-four teaching competencies were rated at 3.00 or better by preservice teachers and forty-two of the forty-four teaching competencies were rated at 3.00 or better by inservice teachers. If it is true that students are more likely to learn the things they feel are important, it follows that teacher education students are more likely to master those competencies they perceive to be important. Because so many of the competencies examined here were perceived by teachers to be important, it seems totally reasonable to conclude that teacher education students would look with favor on program requirements that included the more highly rated of these competencies. That is, it could be expected that teacher education students would see the need to acquire and demonstrate mastery of these competencies because they themselves viewed them as important.

Preservice/Inservice Teacher Comparisons. The correlations coefficient reported in Table 1 shows that preservice and inservice teachers held quite similar views regarding the importance of the competencies they rated. When the rankings of preservice teachers and inservice teachers were correlated using Spearman's rank-difference correlation method, a correlation coefficient

of +.84 was obtained. This suggests that, by and large, the competencies that were perceived as important by preservice teachers were also perceived as important by inservice teachers.

A competency-by-competency examination of the results reported in Table 1 also leads to the conclusion that preservice and inservice teachers held similar views concerning the teaching competencies they rated. This appears to be particularly the case with regard to the highest ranked competencies. For example, both preservice and inservice teachers saw Competency 11 (Identifies learner's emotional, social, physical, and intellectual needs.) as the most important competency. Competency 14 (Designs instruction appropriate to goals and objectives.) was ranked 2 by preservice teachers and 3 by inservice teachers. Competency 29 (Identifies and reacts with sensitivity to the needs and feelings of self and others.) was ranked 3 by preservice teachers and 4.5 by inservice teachers. Competency 34 (Utilizes managerial strategies that increase appropriate student behavior and decrease inappropriate student behavior.) was ranked 4 by preservice teachers and 4.5 by inservice teachers.

Further inspection of the preservice and inservice teacher rankings reveals a high level of agreement with regard to the "top ten" competencies identified by preservice and inservice teachers. Nine competencies (Competencies 11, 14, 29, 34, 23, 42, 12, 28, and 43) were ranked in the top ten by both preservice and inservice teachers. That is, nine of the ten competencies ranked as most important by preservice teachers were also ranked among the ten most important competencies by inservice teachers. Additionally, it is of interest to note that Competency 33 (Uses organization and management skills to establish a maximally effective learning environment.)--the competency ranked 8.5 by preservice teachers--and Competency 35 (Maintains order in a classroom and assists students in the development of self-discipline.)--the competency ranked 2 by inservice teachers--may both be viewed as "classroom management competencies" although they represent somewhat different views regarding classroom management. On the basis of these data, it may not be warranted to suggest that preservice and inservice teachers hold different views concerning classroom management although it is a temptation to assert that inservice teachers are more concerned about "maintaining order" while preservice teachers are more concerned about "establishing an effective learning environment." These data do allow one to argue--without fear of contradiction--that preservice

and inservice teachers held similar perceptions regarding the importance of the teaching competencies they rated.

Houston/Bowling Green Competencies Comparisons. Comparison of preservice and inservice responses on the twenty-five Bowling Green State University competency statements with the findings reported by Pigge (1978) also yielded some interesting results. These results, reported in Table 2 on the next page, suggest that the perceptions of teachers in this study and the teachers in the Bowling Green State University study were similar. Spearman's rank-difference correlation method was used to compare the rankings of preservice teachers with the rankings of the Bowling Green teachers and to compare the rankings of inservice teachers with the rankings of the Bowling Green teachers. As shown in Table 2, a correlation coefficient of +.50 was obtained for the Bowling Green-preservice teachers analysis and a correlation coefficient of +.84 was obtained for the Bowling Green-inservice teachers analysis. These results suggest a modest level of agreement between the preservice teachers in this study and the Bowling Green teachers--Bowling Green State University graduates and inservice elementary and special education teachers. The results also suggest a high level of agreement between the inservice teachers in this study and the Bowling Green teachers with regard to the relative importance of the Bowling Green State University teaching competencies.

Two findings appear to be of particular interest here: (1) the inservice teachers held views that were somewhat more similar to those of the Bowling Green teachers--who were also inservice teachers--than did the preservice teachers; and (2) by and large, the ratings of the Bowling Green State University competencies that were obtained from the preservice teachers and the inservice teachers in this study were considerably lower than were the ratings of those competencies obtained from the Bowling Green teachers and reported by Pigge.

Table 3 on page 12 presents the results obtained from the use of median tests that were computed to determine whether the ratings of preservice teachers and of inservice teachers with regard to the nineteen University of Houston teaching competencies were statistically significantly higher than were their ratings with regard to the twenty-five Bowling Green State University teaching competencies. Results obtained from the median tests indicated that: (1) the preservice teachers rated the University of Houston competencies (median = 4.16)

Table 2

Medians, Rankings, and Spearman Rank-Difference Correlation Coefficients for Bowling Green State University, Preservice, and Inservice Teachers for Twenty-Five Bowling Green State University Teaching Competencies

Item	Competency	Bowling Green Teachers		Preservice Teachers		Inservice Teachers	
		Median	Rank	Median	Rank	Median	Rank
35.	Maintains order in a classroom and assists students in the development of self-discipline.	4.84	1	3.87	7	4.38	1
23.	Motivates student achievement through modeling, reinforcement, provision of success experiences, and appeal to student interests.	4.75	2	4.19	1	4.33	2
20.	Individualizes instruction to meet the varying needs of students through techniques such as alternative assignments, individual contracting, mastery learning, and group work.	4.61	3.5	3.94	5	4.00	7.5
37.	Applies appropriate evaluative techniques for the systematic evaluation of student progress.	4.61	3.5	3.70	9	4.04	5.5
19.	Utilizes audiovisual equipment and materials in teaching.	4.51	5	3.33	21	3.81	12
21.	Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	4.45	6	4.07	2	4.20	4
22.	Encourages and facilitates the development of social skills and enhanced self-concept.	4.37	7	3.96	4	4.27	3
39.	Prepares teacher-made tests.	4.30	8	3.59	15	3.80	14
32.	Utilizes observational techniques effectively in classroom.	4.28	9	3.58	16	4.04	5.5
9.	Utilizes an understanding of the formal chain of control, decision making, communication, and authority within each school unit and their effects upon the daily operation of the classroom.	4.22	10	3.60	14	3.90	10
40.	Interprets and reports student performance on teacher-made tests.	4.10	11	..63	12	3.82	11
44.	Understands the role of teacher organizations with the formal and informal competition for control of education and one's personal role in joining or not joining such organizations.	4.08	12	3.43	19	3.06	23
13.	Constructs behavioral/performance objectives in subject matter field or fields.	4.03	13	4.00	3	4.00	7.5
5.	Applies the major principles of school law to areas such as due process, contracts, certification, teacher liability, and corporal punishment.	3.99	14	3.71	3	3.61	17
25.	Uses value clarification techniques at any age level.	3.87	15	3.22	22	3.67	14
8.	Distinguishes between bonafide educational innovation and temporary, fleeting fads.	3.82	16	3.46	18	3.96	9
7.	Utilizes the sources of pressure for change in education, understands currently suggested innovations, and perceives potential consequences of alternatives.	3.77	17	3.64	11	3.54	18
6.	Understands the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.	3.65	18	3.41	20	3.80	13
3.	Understands the implications of the legal control of education by the state legislature, state education agency, and state board of education.	3.64	19	3.66	10	3.31	20
4.	Understands the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	3.52	20	3.61	13	3.18	21

Table 2 (continued)

Item	Competency	Bowling Green Teachers		Preservice Teachers		Inservice Teachers	
		Median	Rank	Median	Rank	Median	Rank
31.	Utilizes reading organization skills to divide a class into reading groups.	3.45	21	3.17	23	3.63	16
41.	Interprets and reports student performance on standardized tests.	3.15	22	3.03	25	3.36	19
1.	Compares and contrasts various philosophical viewpoints regarding education.	3.03	23	3.16	24	2.72	25
2.	Understands the interaction between the cultural matrices and educational systems.	3.02	24	3.47	17	3.08	22
10.	Chooses from a broad knowledge of history of education the ideas that have shaped our culture.	2.62	25	3.88	6	2.81	24

Spearman Rank-Difference Correlation Coefficients

Bowling Green Teachers-Preservice Teachers $\rho = +.50$

Bowling Green Teachers-Inservice Teachers $\rho = +.84$

Table 3

Median Test Results for Preservice Teachers and Inservice Teachers for Bowling Green State University Teaching Competencies and University of Houston Teaching Competencies

Teachers	Bowling Green Competencies Median	Houston Competencies Median	Chi-Square	df	p
Preservice Teachers	3.61	4.16	11.21	1	.001
Inservice Teachers	3.81	4.25	15.65	1	.001

statistically significantly higher (chi square = 11.21, df = 1, $p < .001$) than the Bowling Green State University competencies (median = 3.61); and (2) the inservice teachers rated the University of Houston competencies (median = 4.25) statistically significantly higher (chi square = 15.65, df = 1, $p < .001$) than the Bowling Green State University competencies (median = 3.81). Clearly, both preservice and inservice teachers perceived the nineteen Houston competencies to be more important, as a group, than the twenty-five Bowling Green competencies.

Additional confirmation of this assertion is found in an examination of the teaching competencies preservice and inservice teachers viewed as most important. Earlier is was reported that sixteen competencies were rated at 4.00 or better by preservice teachers and that twenty-five competencies were rated at 4.00 or better by inservice teachers. Of the sixteen competencies that were rated at 4.00 or better by preservice teachers, thirteen were Houston competencies. Of the twenty-five competencies that were rated at 4.00 or better by inservice teachers, seventeen were Houston competencies. Thus, it seems totally reasonable to suggest that both preservice and inservice teachers: (1) perceived nearly all of the Houston teaching competencies to be important; and (2) perceived the Houston teaching competencies to be more important than the Bowling Green teaching competencies.

Summary

This study set out to accomplish three purposes: (1) to identify those teaching competencies perceived to be most important by preservice and inservice teachers; (2) to compare the perceptions of preservice and inservice teachers; and (3) compare the perceptions of the teachers in this study with those of teachers who participated in a study reported by Pigge (1978).

The findings revealed that sixteen competencies were viewed as important by preservice teachers and that twenty-five competencies were viewed as important by inservice teachers. Nearly all of the forty-four competencies examined in this study were viewed as being of at least moderate importance. Two teaching competencies received a rating of less than 3.00 on a five-point scale from inservice teachers and none received a rating of less than 3.00 from preservice teachers. The results also revealed that preservice and inservice teachers held very similar perceptions regarding the importance of the teaching competencies they rated. This was found to particularly true with regard to the competencies

that were perceived to be most important.

Finally, the findings suggested that: (1) both preservice and inservice teachers rated the Bowling Green competencies lower than did the teachers who participated in the Bowling Green study; (2) preservice teacher rankings of the Bowling Green competencies were somewhat similar to those of the teachers who participated in the Bowling Green study; (3) inservice teacher rankings of the Bowling Green competencies were quite similar to those of the teachers who participated in the Bowling Green study; and (4) both preservice and inservice teachers perceived the Houston competencies to be more important than the Bowling Green competencies.

The University of Houston's undergraduate teacher education program is intended to be "an integrated and comprehensive, competency based instructional system for the training of undergraduate teacher education students" (Felder and Weber, 1975, page 147). The generic teaching competencies that have been established as program requirements--and that were examined here--were generated from "a conceptual model of the teacher's role" (Felder and Weber, 1975, page 155). Elsewhere, it has been argued that the "specification of teacher competencies is a most crucial aspect of designing a competency based teacher education program" (Cooper, Jones, and Weber, 1973, page 17). The findings generated by this study suggest that the generic teaching competencies that have been established as university of Houston program requirements are perceived as important by both teacher education students in that program and inservice teachers in that University's graduate programs. It is argued here that this contributes to the effectiveness of the program. Teacher education students are much more likely to master competencies they value than those they do not value.

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Appendix A

Teaching Competencies Questionnaire

TEACHING COMPETENCIES QUESTIONNAIRE

This questionnaire consists of two parts. Part I asks that you provide some information about yourself so that your responses to the second part of the questionnaire can be better understood. Part II provides you with an opportunity to indicate how important you believe each of forty-four teaching competencies to be.

Thank you for taking your valuable time to complete and return this questionnaire.

PART I. Part I consists of two sections. If you are an undergraduate teacher education student, please complete Section A. If you are a classroom teacher, please complete Section B.

SECTION A. Undergraduate Teacher Education Student

1. Sex
   - ___ Female
   - ___ Male

2. Age
   - ___ 19 or 20 Years Old
   - ___ 21 or 22 Years Old
   - ___ 23 to 25 Years Old
   - ___ 26 to 29 Years Old
   - ___ 30 to 39 Years Old
   - ___ 40 or More Years Old

3. Certification Program
   - ___ Elementary
   - ___ Secondary
   - ___ All Level; Specialization _____

4. Major and Minor
   - Major (Please Specify) _____
   - Minor (Please Specify) _____

5. Status as a Student
   - ___ Sophomore
   - ___ Junior
   - ___ Senior

SECTION B. Classroom Teacher

1. Sex
   - ___ Female
   - ___ Male

2. Age
   - ___ 20 to 29 Years Old
   - ___ 30 to 39 Years Old
   - ___ 40 to 49 Years Old
   - ___ 50 to 59 Years Old
   - ___ 60 to 69 Years Old

3. School Assignment
   - ___ Elementary School
   - ___ Middle School
   - ___ Junior High School
   - ___ Senior High School

4. Teaching Assignment
   - Grade Level or Levels (Please Specify) _____
   - Subject Area or Areas (Please Specify) _____

5. Years of Teaching Experience (Not Counting Present Year)
   - ___ None
   - ___ 1 Year
   - ___ 2 or 3 Years
   - ___ 4 or 5 Years
   - ___ 6 to 10 Years
   - ___ 11 to 20 Years
   - ___ 21 or More Years

PART II. This part of the questionnaire provides an opportunity for you to indicate how important you believe each of forty-four teaching competencies to be. Rating scales allow you to indicate how important you believe each competency to be. Please indicate your feelings by circling the appropriate number on each scale.

1. Compares and contrasts various philosophical viewpoints regarding education.	1 Not At All Important	2	3	4	5 Very Important
2. Understands the interaction between the cultural matrices and educational systems.	1 Not At All Important	2	3	4	5 Very Important
3. Understands the implications of the legal control of education by the state legislature, state education agency, and state board of education.	1 Not At All Important	2	3	4	5 Very Important
4. Understands the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	1 Not At All Important	2	3	4	5 Very Important
5. Applies the major principles of school law to areas such as due process, contracts, certification, teacher liability, and corporal punishment.	1 Not At All Important	2	3	4	5 Very Important
6. Understands the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.	1 Not At All Important	2	3	4	5 Very Important
7. Utilizes the sources of pressure for change in education, understands currently suggested innovations, and perceives potential consequences of alternatives.	1 Not At All Important	2	3	4	5 Very Important
8. Distinguishes between bonafide educational innovation and temporary, fleeting fads.	1 Not At All Important	2	3	4	5 Very Important
9. Utilizes an understanding of the formal chain of control, decision making, communication, and authority within each school unit and their effects upon the daily operation of the classroom	1 Not At All Important	2	3	4	5 Very Important
10. Chooses from a broad knowledge of history of education the ideas that have shaped our culture.	1 Not At All Important	2	3	4	5 Very Important
11. Identifies learner's emotional, social, physical, and intellectual needs.	1 Not At All Important	2	3	4	5 Very Important
12. Identifies and/or specifies instructional goals and objectives which are based on the learner's needs.	1 Not At All Important	2	3	4	5 Very Important

13. Constructs behavioral/performance objectives in subject matter field or fields.	1 Not At All Important	2	3	4	5 Very Important
14. Designs instruction appropriate to goals and objectives.	1 Not At All Important	2	3	4	5 Very Important
15. Implements instruction consistent with plan.	1 Not At All Important	2	3	4	5 Very Important
16. Integrates into instruction the natural and cultural environment of students.	1 Not At All Important	2	3	4	5 Very Important
17. Organizes learning environments which meet the varying needs of learners.	1 Not At All Important	2	3	4	5 Very Important
18. Uses resources appropriate to instructional objectives.	1 Not At All Important	2	3	4	5 Very Important
19. Utilizes audiovisual equipment and materials in teaching.	1 Not At All Important	2	3	4	5 Very Important
20. Individualizes instruction to meet the varying needs of students through techniques such as alternative assignments, individual contracting, mastery learning, and group work.	1 Not At All Important	2	3	4	5 Very Important
21. Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	1 Not At All Important	2	3	4	5 Very Important
22. Encourages and facilitates the development of social skills and enhanced self-concept.	1 Not At All Important	2	3	4	5 Very Important
23. Motivates student achievement through modeling, reinforcement, provision of success experiences, and appeal to student interests.	1 Not At All Important	2	3	4	5 Very Important
24. Demonstrates a repertoire of instructional models and teacher skills appropriate to specified objectives and to particular learners.	1 Not At All Important	2	3	4	5 Very Important
25. Uses value clarification techniques at any age level.	1 Not At All Important	2	3	4	5 Very Important

26. Designs and implements instruction which incorporates career education concepts.	1 2 3 4 5 Not At All Important	Very Important
27. Promotes effective patterns of communication.	1 2 3 4 5 Not At All Important	Very Important
28. Exhibits openness and flexibility.	1 2 3 4 5 Not At All Important	Very Important
29. Identifies and reacts with sensitivity to the needs and feelings of self and others.	1 2 3 4 5 Not At All Important	Very Important
30. Identifies and teaches reading skills necessary for student understanding of given content areas.	1 2 3 4 5 Not At All Important	Very Important
31. Utilizes reading organization skills to divide a class into reading groups.	1 2 3 4 5 Not At All Important	Very Important
32. Utilizes observational techniques effectively in classroom.	1 2 3 4 5 Not At All Important	Very Important
33. Uses organization and management skills to establish a maximally effective learning environment.	1 2 3 4 5 Not At All Important	Very Important
34. Utilizes managerial strategies that increase appropriate student behavior and decrease inappropriate student behavior.	1 2 3 4 5 Not At All Important	Very Important
35. Maintains order in a classroom and assists students in the development of self-discipline.	1 2 3 4 5 Not At All Important	Very Important
36. Modifies instruction on the basis of learner's verbal and non-verbal feedback during instruction.	1 2 3 4 5 Not At All Important	Very Important
37. Applies appropriate evaluative techniques for the systematic evaluation of student progress.	1 2 3 4 5 Not At All Important	Very Important
38. Designs and implements evaluation procedures which focus on learner achievement and instructional effectiveness.	1 2 3 4 5 Not At All Important	Very Important

39. Prepares teacher-made tests.	1 Not At All Important	2	3	4	5 Very Important
40. Interprets and reports student performance on teacher-made tests.	1 Not At All Important	2	3	4	5 Very Important
41. Interprets and reports student performance on standardized tests.	1 Not At All Important	2	3	4	5 Very Important
42. Analyzes professional effectiveness and continually strives to increase that effectiveness.	1 Not At All Important	2	3	4	5 Very Important
43. Works effectively as a member of a professional team.	1 Not At All Important	2	3	4	5 Very Important
44. Understands the role of teacher organizations with the formal and informal competition for control of education and one's personal role in joining or not joining such organizations.	1 Not At All Important	2	3	4	5 Very Important

Once again, thank you so much for taking the time to complete and return this questionnaire.